DOCUMENT RESUME

ED 237 530 TM 830 776

AUTHOR	Barrett, Barrie J.; Musial, Diann
TITLE	The Institute for Educational Research Writing Skills Project.
INSTITUTION	Institute for Educational Research, Glen Ellyn, IL.
PUB DATE	81
NOTE	104p.; For related documents, see TM 830 774-775.
AVAILABLE FROM	Institute for Educational Research, 793 N. Main St., Glen Ellyn, IL 60137 ($95.00).
PUB TYPE	Tests/Evaluation Instruments (160)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Cohesion (Written Composition); *Criterion Referenced Tests; Educational Objectives; Elementary Education; Grammar; *Holistic Evaluation; *Item Banks; Logical Thinking; Punctuation; Test Construction; Test Items; Vocabulary Skills; *Writing Evaluation; *Writing Skills
IDENTIFIERS	Rasch Model

ABSTRACT

The writing skills item bank contain 82 objectives each represented by two writing prompts with criteria for holistic scoring. Grade levels covered are one through eight. The objectives deal with aspects of composition such as grammar, vocabulary, punctuation, logic, and creativity. The "items" are writing prompts to which the student responds with a sentence or as much as several paragraphs of original writing. The scoring criteria are based on a primary trait analysis of the required writing skills. The prompts have been tested on over 3,000 elementary students and then calibrated according to the Rasch logistic model. The bank can serve as a starting point for developing tests of writing skill achievement tailored to the local district curriculum. Such tests can be used for district program evaluation, student diagnosis, competency testing, and formative or mastery testing. (Author)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED237530

The Institute for Educational Reasearch

WRITING SKILLS PROJECT

Barrie J. Barrett, M.A.
Diann Musial, Ph.D.

Copyright © 1981 by The Institute for Educational Research
793 North Main Street
Glen Ellyn, Illinois 60137
312/858-8060

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

S. Cunningham

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✗ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

TM 830 776

ACKNOWLEDGEMENTS

These writing objectives and test items are a result of the efforts of many teachers, students, and educational researchers. The development of the writing prompts, the field testing, and the interpretation of the statistics were critical parts in the development of this bank if items.

Special recognition goes to Richard White for his assistance in the interpretation of the research and to Betty J. Wagner for her insights about the writing process.

In addition, we wish to thank the teachers and administrators from the participating Northern Illinois school districts who gave their time and energy to help formulate and refine the objectives, prompts, and scoring criteria, and who cooperated in field testing the items. These districts include:

CAROL STREAM DISTRICT # 93

CRETE-MONEE DISTRICT # 201

GLEN ELLYN DISTRICT # 41

MC AULEY DISTRICT # 27

SKOKIE DISTRICT # 68

DOLTON DISTRICT # 149

KEENEYVILLE DISTRICT # 20

HINSDALF DISTRICT # 181

BENSENVILLE DISTRICT # 2

LA GRANGE DISTRICT # 102

About IER

The Institute for Educational Research is a multi-service cooperative of school districts. IER is in its 15th year as a not-for-profit educational research organization which provides member districts with specialized educational research.

IER is solely owned and governed by the superintendents of the member school districts that share in the benefits and costs of the many services provided. IER's staff is made up of professional, highly qualified, research and statistical analysts, research associates drawn from the fields of education and business, as well as a resource bank of specialists. All are dedicated to meeting the specific research needs of each member district.

The Executive Director, Dr. Sandra Cunningham, administers all phases of the cooperative, implements policy established by the Board of Trustees, and develops the annual budget.

A district interested in becoming a member of IER must apply and be approved by the Board of Trustees. The annual membership fee entitles a district to a specified number of research hours and services. When addtional educational services are needed, an extra charge is made at an hourly rate which may vary with the specific service requested. The charge for professional research analyst's time is set by the Board of Trustees each year. Interdistrict projects, workshops, inservice training, and graduate credit courses are charged at a set fee. A full range of services is also available to individual school districts on a contractual basis.

The Institute for Educational Research is able to respond quickly, accurately, and economically, on an individual or a multi-district basis, to the changing demands in education. Tell us the needs in your district and let us tell you how we can help.

IER Criterion-Referenced Language Arts Objective and Item Bank
Cunningham, Sandra; Gartland, Michael; and Musial, Diann
Institute for Educational Research, Glen Ellyn, Ill.
1979
Available from: Institute for Educational Research, 793 N. Main St., Glen Ellyn, IL 60137 Cost: $95
Language: English

The objective-item bank contains 100 objectives each represented by five to eight multiple choice items. Grade levels covered are one through eight. The objectives deal with such topics as composition, grammar, literature, phonetic analysis, reading comprehension, structural analysis, study and research skills, vocabulary, and writing mechanics. The items have been field tested on students in 32 school districts and have been calibrated according to the Rasch logistic model. The bank can serve as a starting point for developing tests of language arts achievement tailored to the local district curriculum. Such tests can be used for district program evaluation, student diagnosis, competency testing, and formative or mastery testing.

IER Criterion-Referenced Mathematics Objective and Item Bank
Cunningham, Sandra; Gartland, Michael; Musial,Diann
Institute for Educational Research, Glen Ellyn, Ill.
1979
Available from: Institute for Educational Research, 793 N. Main St., Glen Ellyn, IL 60137 Cost: $95

The objective-item bank contains 100 objectives each represented by five to eight multiple choice items. Grade levels covered are one through eight. The objectives deal with such topics as decimals, fractions, geometry, graphs and charts, integers, numeration, problem solving, and whole number operations. The items have been field tested on students in 32 school districts and have been calibrated according to the Rasch logistic model. The bank can serve as a starting point for developing tests of mathematics achievement tailored to the local district curriculum. Such tests can be used for district program evaluation, student diagnosis, competency testing, and formative or mastery testing.

The Institute for Educational Research Writing Skills Project
Barrett, Barrie; Musial, Diann
Institute for Educational Research, Glen Ellyn, Ill.
1981
Available from Institute for Educational Research, 793 N. Main St., Glen Ellyn, IL 60137 Cost: $95

The writing skills bank contains 82 objectives each represented by two writing prompts with criteria for holistic scoring. Grade levels covered are one through eight. The objectives deal with aspects of composition such as grammar, vocabulary, punctuation, logic, and creativity. The "items" are writing prompts to which the student responds with a sentence or as much as several paragraphs of original writing. The scoring criteria are based on a primary trait analysis of the required writing skills. The prompts have been tested on over 3,000 elementary students and then calibrated according to the Rasch logistic model. The bank can serve as a starting point for developing tests of writing skill achievement tailored to the local district curriculum. Such tests can be used for district program evaluation, student diagnosis, competency testing, and formative or mastery testing.

WRITING PROJECT BACKGROUND and GOALS

For years educators and parents have called for more effective teaching and testing of the three R's. The positive response by educators and publishers has been startling, especially in the areas of mathematics and reading. Behavioral objectives, criterion-referenced tests, and keys to very specific objectives are evident in most curricula and most of the successful reading and mathematics textbook series.

The other R, writing, has only recently begun to receive the special attention it deserves as a separate subject. This is understandable because of the complex skills involved in writing. To write well requires the subtle interaction of skills in grammar, vocabulary, punctuation, logic, and creativity. Writing presents a challenge to the best curriculum designers and educators and an even greater challenge to test developers.

These facts were the primary forces which led to this research project in writing skills. For over a year, ten school districts cooperated with the **Institute for Educational Research** in implementing an inter-district research project on the measurement of writing skills. The overall goal of the project was to develop a bank of writing skills objectives and test items that accurately respresent the domain of writing.

The project resulted in an extensive bank of writing skills objectives, test items, and scoring criteria. These objectives cover not only the mechanics of writing, but deal also with the related skills needed for effective narrative, descriptive, expository, and persuasive writing.

Four objectives directed the tasks and activities of the research:

1. To clearly identify and validate the basic skills in the domain of writing.
2. To translate these basic skills of writing into behavioral objectives.
3. To develop accurate and reliable writing prompts and objective scoring criteria for each writing objective.
4. To field test the writing prompts and scoring criteria to assess through Rasch calibrations the reliability, validity, and difficulty level for each writing prompt.

RESEARCH METHODS and DATA SOURCE

To provide the necessary background for the project, IER conducted a nation-wide search to collect and assess what had been done so far by other professionals in the field of writing. In particular, we reviewed holistic scoring techniques, the work in primary trait analyses by the National Assessment Center, and the Rasch calibration of writing mechanics by the State Office of Education in California.

After this review, it was evident that to date none of these approaches attended to the development of a precise definition and to the accurate calibration of competency-based writing objectives and test items. Certainly, a start had been made by the National Assessment Center but, in fact, no comprehensive bank of writing objectives and Rasch-calibrated items could be found.

The IER project developed and field tested more than 150 writing prompts on over 3,000 elementary students in ten school districts. The field testing results were then subjected to a rigorous statistical analysis. The items were ordered by level of difficulty and were analyzed using traditional item analyses as well as the newly developed Rasch calibrations.

The procedure for developing the items was equally rigorous. Master writing teachers were invited from ten elementary school districts to participate in a series of workshops conducted by two specialists in the field of writing — Barrie Jean Barrett (an instructional designer, technical writer, and teacher of business writing) and Betty Jean Wagner (a renowned educator and author of five reading and writing texts). During these work sessions, the master teachers identified nearly one hundred writing objectives and then wrote almost two hundred items corresponding scoring criteria to test achievement of these objectives.

These items and scoring criteria were refined by a team of research analysts and field tested on 3,000 children across ten school districts. The items were then scored and statistically analyzed using Rasch analyses. Based on the statistical results, the objectives and items were drafted into their present form and organized by order of difficulty.

STATISTICAL ANALYSIS and RESULTS

The Rasch calibration procedure provides an objective approach to the measurement of children's writing skills. The Rasch calibration analyzes writing skills by measuring the level of writing ability a child possesses (ability level) against the difficulty level of a test item. Specifically, the Rasch analysis calculates the expected probability of success when a given individual attempts to answer a given item. The expected probability is based on estimates of the individual's ability (determined by the individual's response across items) and the item's difficulty (determined by the responses to the item across individuals). Estimates are compared with observed values. The squared residuals can then be summed over items to form an approximate chi-square distribution for testing the fit of the item. In practice, several fit statistics, along with difficulty and discrimination indices were evaluated for each item. By using this procedure for measuring the difference between personal ability and item difficulty, various levels of writing skills items could be measured.

There are two major advantages to the present procedure over what has been done in previous writing skills assessment. First, the definition of the writing skills variable is dependent only on the ability of the person taking the item and the difficulty level of the test item. There is no need for a "national sample" comparison group. Second, the writing skills items can be linked together by their difficulty level in a cohesive item bank. This procedure allows for the development of tailor-made tests for a given range of abilities and test difficulties.

EDUCATIONAL IMPORTANCE

The writing skills objectives and corresponding test items that were developed as a result of IER's research project are notable in that they not only clearly define writing skills and objectives, but also offer test items for each objective, along with clear scoring criteria. This format permits wide and varied use of the bank of items, both in the teaching and in the evaluation of writing skills. The bank, therefore, has an impact on curriculum as well as on evaluation. Now that a clear set of objectives have been formulated, districts or schools can select those writing objectives that are most meaningful to their philosophy of education.

Finally, this bank is composed of writing skills prompts that can be used both as evaluation tools and as learning or diagnostic tools. The items are very sensitive and provide highly reliable information about specific writing skills and objectives. The project has far-reaching educational significance in its successful development of such a precise and calibrated set of teaching-learning tools for the complex domain of composition.

TABLE of CONTENTS

OBJECTIVE NUMBER	OBJECTIVE	DIFFICULTY RANGE of the OBJECTIVE
	Suggested PRE-WRITING SKILLS	
a.	Student can trace a given letter form.	primary
b.	Student can write a series of dictated letters.	primary
c.	Student can copy a given word.	primary
d.	Student can write a dictated word.	primary
e.	Student can write, from dictation, a group of words with correct placement and spacing of letters.	primary
	SENTENCE and PARAGRAPHING SKILLS	
1	Student can write one complete sentence, using correct beginning capitalization and end punctuation.	2.0-3.0
2	Student can write three or more complete sentences on a given topic, using correct beginning capitalization and end punctuation.	4.0
3	Student can write a paragraph that contains at least one simple and one complex sentence.	5.5
4	Student can write two related paragraphs, of at least three sentences each, on a given topic.	5.5
5	Student can write a complex sentence, using correct beginning capitalization and internal and end punctuation.	6.0-6.5
6	Student can write a paragraph that contains at least one simple and one compound sentence.	6.0-6.5
7	Student can write a paragraph that contains at least one simple, one compund, and one complex sentence.	6.0-6.5
8	Student can write a compound sentence, using correct beginning capitalization and internal and end punctuation.	7.0-8.0
	LETTER-WRITING SKILLS	
9	In writing a thank-you note, student can mention gift and express gratitude.	3.0-3.5
10	In writing a business letter to request free merchandise or catalog, student can state what is to be sent, to whom, and where (latter information may be included in heading and signature, rather than stated in body of letter).	3.5-4.0

OBJECTIVE NUMBER	OBJECTIVE	DIFFICULTY RANGE of the OBJECTIVE
11	In writing a business letter to request exchange of merchandise or refund, student can state which merchandise, why returning, specify refund or exchange, and tell to whom and where to send (latter information can be included in letter form).	4.0-4.5
12	Student can demonstrate knowledge of the elements of a complete written invitation by stating what is happening, when, where, why, and by or for whom.	4.0-4.5
13	Given specific parameters for a written invitation, student can state what is happening, when, where, why, and by or for whom.	4.5-5.0
14	In writing a business letter, student can include all elements of an inside address in proper order.	4.5-5.0
15	In writing a business letter, student can properly capitalize greeting, closing, and signature.	5.0
16	In writing a business letter to order merchandise, student can state which merchandise, how to be paid, and to whom and where to send (latter information may be included in letter form).	4.5-5.5
17	In writing a letter of complaint, student can courteously state what is wrong and request specific action to remedy the situation.	5.0
18	In writing a social or personal letter, student can properly capitalize greeting, closing, and signature.	5.0-5.5
19	In writing a business letter, student can properly capitalize heading, inside address, greeting, closing, and signature.	
20	In addressing an envelope, student can give complete address and return address information in proper form (correct capitalization and punctuation).	5.5-6.0
21	Given the information in random order, student can address an envelope by properly arranging the elements of the name and address.	5.5-6.0
22	In writing a social or personal letter, student can properly punctuate greeting, closing, and signature.	6.0
23	In writing a business letter, student can properly punctuate greeting, closing, and signature.	6.0-6.5
24	In writing a social or personal letter, student can properly punctuate heading, greeting, closing, and signature.	6.5-7.5
25	In writing a business letter, can properly punctuate heading, inside address, greeting, closing, and signature.	7.0
26	In writing a social or personal letter, student can include all elements of a heading in correct order.	7.0-7.5

OBJECTIVE NUMBER	OBJECTIVE	DIFFICULTY RANGE of the OBJECTIVE
27	In writing a social or personal letter, student can properly capitalize heading, greeting, closing, and signature.	7.0-8.0
	ORAL MESSAGE SKILLS	
28	After hearing a taped phone message, student can write the following information: who called, at what time, who message is for, and message.	5.0
29	Student can take notes on simple dictated instructions.	6.0-6.5
	DESCRIPTIVE SKILLS	
30	Student can list at least three words that describe his/her own feelings about or reaction to a situation or event.	3.5
31	Student can list at least three words that describe the physical appearance of an object, person, or place by giving details of size, shape, color, or texture.	3.5-4.5
32	Using complete sentences, student can describe the character (behavior and/or attitude) of a person by identifying the person and naming at least two distinct personality traits.	3.5-4.5
33	In a coherent paragraph of at least 4 sentences, student can describe the physical appearance of an object, person, or place, by elaborating on at least two physical characteristics.	4.0
34	Student can list at least three words that describe the character (behavior and/or attitude) of a person.	4.0-4.5
35	Using complete sentences, student can describe the physical appearance of an object, person, or place by giving at least three details of size, shape, color, or texture.	4.5-5.0
36	Student can list at least three words that describe another person's feelings about or reactions to a situation or an event.	4.0-5.0
37	Using complete sentences, student can describe another person's feeling/s about or reactions to a situation or event.	4.0-5.0
38	Using complete sentences, student can describe his/her own feeling/s about or reactions to a situation or event.	4.5
39	In a coherent paragraph of at least four sentences, student can describe the character (behavior and/or attitude) of a person by identifying the person and by elaborating on at least two distinct personality traits.	5.0-6.0

OBJECTIVE NUMBER	OBJECTIVE	DIFFICULTY RANGE of the OBJECTIVE
	NARRATIVE SKILLS (STORY-TELLING, Biographical and Fictional)	
40	In writing a story, student can invent a problem, devise a solution, and construct a plot around it.	2.0-3.5
41	In writing a story, student can sustain the point-of-view of a participant (1st person narration).	2.5-3.5
42	In writing a story, student can use dialogue.	3.0
43	Student can write an account of an actual personal experience telling what happened or what s/he did.	3.0-4.0
44	Student can create and write a fictional account of what happened to someone else.	3.5
45	In writing a story, student can construct a plot around a given problem and its solution.	3.5
46	In writing a story, student can describe the actions of the character/s.	3.5-4.0
47	In writing a story, student can describe the feelings of the character/s.	3.5-4.0
48	Student can create and write a fictional account of a personal experience telling what happened or what s/he did.	3.5-4.0
49	Student can write an account of an actual event or experience in someone else's life.	4.0-4.5
50	Student can write a story in the past tense and sustain that tense throughout.	4.0-5.0
51	In writing a story, student can describe the physical appearance of the character/s.	5.0
52	Student can write a story in the present tense and sustain that tense throughout.	5.0-5.5
53	In writing a story, student can describe the setting (time and place).	5.5-6.0
54	In writing a story, student can sustain the point-of-view of an observer (3rd person narration).	5.5-6.0
55	In writing a story, student can use dialogue and punctuate and paragraph it properly.	6.5-7.0

OBJECTIVE NUMBER	OBJECTIVE	DIFFICULTY RANGE of the OBJECTIVE
	EXPLANATORY SKILLS	
56	Student can write an explanation of a simple process (how something works) by a logical ordering of at least 3 details.	3.0-4.0
57	Student can write sequential directions for performing an action or doing a procedure by explaining how each of at least three steps is done.	3.5
58	Student can write concise directions for performing an action or doing a procedure by givings at least 3 steps in sequential order.	4.0
59	Student can write directions for getting from one place to another.	4.0-4.5
	PERSUASIVE SKILLS	
60	Student can state, in a complete sentence/s, a position or opinion on a given topic.	3.5
61	Student can state, in complete sentences, a position or opinion on a given topic and support it with one or more specific reasons.	4.0
62	Student can state, in complete sentences, a position or opinion on a given topic and support it with one elaborated reason or two or more unelaborated reasons.	5.0-5.5
	REVISION SKILLS	
63	In a given piece of writing, student can correct careless omissions of words.	3.0-3.5
64	In a given piece of writing, student can correct spelling errors.	3.5
65	In a given piece of writing, student can correct end-of-sentence punctuation errors.	3.5
66	In a given piece of writing, student can correct grammatical errors in subject-verb agreement.	4.0
67	In a given piece of writing, student can correct careless repetition of words.	4.5
68	In a given piece of writing, student can correct grammatical errors in use of adjectives and adverbs.	5.5
69	In a given piece of writing, student can correct punctuation errors in the use of the apostrophe.	5.5-6.0
70	In a given piece of writing, student can remove irrelevant items.	5.5-6.5
71	In a given piece of writing, student can correct grammatical errors in inconsistency of tense.	5.5-6.5

OBJECTIVE NUMBER	OBJECTIVE	DIFFICULTY RANGE of the OBJECTIVE
72	In a given piece of writing, student can correct non-sequential organization of material.	6.0
73	In a given piece of writing, student can correct grammatical errors in pronoun-antecedent agreement.	6.0
74	In a given piece of writing, student can correct punctuation errors in the use of the semicolon.	6.0-6.5
75	In a given piece of writing, student can correct punctuation errors in the use of the colon.	6.0-7.5
76	In a given piece of writing, student can correct grammatical errors in use of subjective and objective cases in relative pronouns.	6.0-7.5
77	In a given piece of writing, student can correct capitalization errors.	6.5
78	In a given piece of writing, student can correct grammatical errors in use of subjective and objective cases in personal pronouns.	6.5-7.5
79	In a given piece of writing, student can correct grammatical errors in misplaced modifiers.	7.0
80	In a given piece of writing, student can correct omissions of necessary information.	7.0
81	In a given piece of writing, student can correct errors in the punctuation of quotations.	7.0
82	In a given piece of writing, student can correct punctuation errors in the use of the comma.	7.0-8.0

OBJECTIVE NUMBER	OBJECTIVE	DIFFICULTY RANGE of the OBJECTIVE

PRE-WRITING SKILLS

Objective A: Student can trace a given letter form.

Objective B: Student can write a series of dictated letters.

Objective C: Student can copy a given word.

Objective D: Student can write a dictated word.

Objective E: Student can write, from dictation, a group of words with correct placement and spacing of letters.

WRITING SKILLS OBJECTIVES and PROMPTS
SENTENCE and PARAGRAPHING SKILLS
Objectives 1-8

Objective 1: **Student can write one complete sentence, using correct beginning capitalization and end punctuation.**

Writing Prompt 1 – Difficulty Level 2.0

Write a sentence that tells us something about a dog. Begin and end your sentence correctly.

Scoring Criteria: Student has written a sentence that:
1. has a subject and a verb
2. begins with a capital letter
3. ends with a period or an exclamation point.

Writing Prompt 2 – Difficulty Level 3.0

Write a sentence that asks a question. Begin and end your sentence correctly.

Scoring Criteria: Student has written a sentence that:
1. has a subject and a verb
2. begins with a capital letter
3. ends with a question mark.

Objective 2: **Student can write three or more complete sentences on a given topic, using correct beginning capitalization and end punctuation.**

Writing Prompt 1 – Difficulty Level 4.0

Write three or more sentences that tell about things you see in springtime. Be sure you begin and end your sentences correctly.

Scoring Criteria: Student has written three or more complete sentences on the given topic, using correct beginning capitalization and end punctuation in each.

Writing Prompt 2 – Difficulty Level 4.0

Write three or more sentences that tell about things you have in your kitchen. Be sure you begin and end your sentences correctly.

Scoring Criteria: Student has written three or more complete sentences on the given topic, using correct beginning capitalization and end punctuation in each.

Objective 3: **Student can write a paragraph that contains at least one simple and one complex sentence.**

Writing Prompt 1 – Difficulty Level 5.5

Write a short paragraph describing a recent trip you took in your family's car or on the bus. In your paragraph be sure to include one simple sentence and one complex sentence.

Scoring Criteria: Student has written a paragraph (at least three sentences on the given topic) that contains at least one simple and one complex sentence.

Writing Prompt 2 – Difficulty Level 5.5

Write a short paragraph telling about playing your favorite sport. In your paragraph be sure to include one simple sentence and one complex sentence.

Scoring Criteria: Student has written a paragraph (at least three sentences on the given topic) that contains at least one simple and one complex sentence.

Objective 4: **Student can write two paragraphs of at least three sentences each on a given topic.**

Writing Prompt 1 – Difficulty Level 5.5

In two paragraphs, each at least three sentences long, tell how you would like to spend your summer vacation.

Scoring Criteria: Student has written two paragraphs of at least three sentences each on the given topic.

Writing Prompt 2 – Difficulty Level 5.5

In two paragraphs, each at least three sentences long, describe your best friend and tell why you like him/her.

Scoring Criteria: Student has written two paragraphs of at least three sentences each on the given topic.

Objective 5: **Student can write a complex sentence, using correct beginning capitalization and internal and end punctuation.**

Writing Prompt 1 – Difficulty Level 6.0

Write a complex sentence that tells what you do when you come home from school. Be sure to punctuate and capitalize your sentence correctly.

Scoring Criteria: Student has written a complex sentence that begins with a capital letter, ends with the appropriate punctuation mark and, if the sentence begins with the dependent clause, has a comma separating that from the independent clause.

Eg., When I come home from school, I usually have a glass of milk and some cookies before I begin my homework.

Writing Prompt 2 – Difficulty Level 6.5

Write a complex sentence that tells what happens in your house while you're asleep. Be sure to capitalize and punctuate your sentence correctly.

Scoring Criteria: Student has written a complex sentence that begins with a capital letter, ends with the appropriate punctuation mark and, if the sentence begins with the dependent clause, has a comma separating that from the independent clause.

Eg., When I am asleep, the house gets dark and quiet and dreamy.

Objective 6: **Student can write a paragraph that contains at least one simple and one compound sentence.**

Writing Prompt 1 — Difficulty Level 6.5

Write a short paragraph that tells about Ann washing her bike and Jim helping to dry it. In your paragraph be sure to have one sentence with two complete ideas (a compound sentence) and one sentence with one idea (a simple sentence).

Scoring Criteria: Student has written a paragraph on the given topic that contains at least one simple and one compound sentence.

Writing Prompt 2 — Difficulty Level 6.5

Write a short paragraph that talks about what Steve can do on the sidewalk and what Bill does on the sidewalk. In your paragraph be sure to write one sentence with two complete ideas (a compound sentence) and one sentence with one idea (a simple sentence).

Scoring Criteria: Student has written a paragraph on the given topic that contains at least one simple and one compound sentence.

Objective 7: **Student can write a paragraph that contains at least one simple, one compound, and one complex sentence.**

Writing Prompt 1 – Difficulty Level 6.0

Write a paragraph describing what you and a friend do when you go swimming. In your paragraph write at least one simple sentence, one compound sentence, and one complex sentence.

Scoring Criteria: Student has written a paragraph (at least three sentences on the given topic) that contains at least one simple, one compound, and one complex sentence.

Writing Prompt 2 – Difficulty Level 6.5

Write a paragraph about your favorite time of day. In your paragraph write at least one simple sentence, one compound sentence, and one complex sentence.

Scoring Criteria: Student has written a paragraph (at least three sentences on the given topic) that contains at least one simple, one compound, and one complex sentence.

Objective 8: **Student can write a compound sentence, using correct beginning capitalization and internal and end punctuation.**

Writing Prompt 1 — Difficulty Level 7.0

Write a compound sentence that tells what you can do and what a friend can do on Saturdays. Be sure to correctly punctuate and capitalize your sentence.

Scoring Criteria: Student has written a compound sentence that:
1. begins with a capital letter,
2. has a comma between the two main clauses,
3. ends with a period.

Writing Prompt 2 — Difficulty Level 8.0

Write a compound sentence that tells what you can do outside but your friend cannot do. Be sure to correctly punctuate and capitalize your sentence.

Scoring Criteria: Student has written a compound sentence that:
1. begins with a capital letter,
2. has a comma between the two main clauses,
3. ends with a period.

WRITING SKILLS OBJECTIVES and PROMPTS

LETTER WRITING SKILLS

Objectives 9-27

Objective 9: **In a thank-you note, student can mention gift and express gratitude.**

Writing Prompt 1 – Difficulty Level 3.0

For your birthday your Aunt Ellen sent you the two Star Wars figures you've been wanting to complete your collection. Write her a note to thank her.

Scoring Criteria: Student has written a thank-you note that:
1. mentions the Star Wars figures,
2. expresses gratitude.

Writing Prompt 2 – Difficulty Level 3.5

Your friend's mother, Mrs. Harris, took you and your friend roller skating Saturday. Write Mrs. Harris a note thanking her and telling her how much you enjoyed the day.

Scoring Criteria: Student has written a thank-you note that:
1. mentions the outting,
2. expresses gratitude.

Objective 10 **In writing a business letter to request free merchandise or catalog, student can state what is to be sent, to whom and where (latter information may be included in heading and signature, rather than stated in body of letter).**

Writing Prompt 1 — Difficulty Level 3.5

The following advertisement appeared in last Sunday's newspaper:

START A FASCINATING HOBBY NOW!!

Write today for your ABSOLUTELY FREE Introductory Collection of 100 Assorted Postage Stamps.

Acme Stamp Company, 200 N. Plaza Drive, San Diego, California 90206

Write a letter in correct business form, requesting the free introductory offer of stamps. Be sure to include all necessary information.

Scoring Criteria: In writing a business letter to request the stamps, student has stated what is to be sent, to whom and where (latter information may be included in heading and signature, rather than stated in body of letter).

Writing Prompt 2 — Difficulty Level 4.0

You are planning to make some miniature furniture for your little sister's dollhouse as a surprise for her birthday. You've learned tha the manufacturer with the greatest selection of miniature furniture kits is Mini-Things, Inc., P.O. Box 493, Stamford, Connecticutt 00633. Write a letter, using correct business form, requesting a catalog of their kits.

Scoring Criteria: In writing a business letter to request the catalog, student has stated what is to be sent, to whom and where (latter information may be included in heading and signature, rather than stated in body of letter).

Objective 11: **In writing a business letter to request exchange of merchandise or refund, student can state which merchandise, why returning, specify refund or exchange, and tell to whom and where to send (latter information can be included in letter form).**

Writing Prompt 1 – Difficulty Level 4.5

A new cassette tape you've just purchased has an obvious muffled tone about 1/3 of the way into the first side. Since you ordered it through a mail order catalogue, you now need to write them a letter explaining the problem and requesting that it be replaced. Use the proper business format in your letter and make up the name and address of the company.

Scoring Criteria: Student has clearly stated:

1. which merchandise is being returned,
2. why,
3. that an exchange is needed,
4. to whom and where to send the exchange.

(This information may be included in letter form rather than stated in the body of the letter.)

Writing Prompt 2 – Difficulty Level 4.0

In the back of a magazine you found an ad for tee shirt decals. You ordered (and received) two iron-on decals. The problem is that the colors and wording are blurred and cannot be read. Use proper business letter form to write to the company explaining what's wrong and requesting that they replace the decals. Make up a name and address for the company.

Scoring Criteria: Student has clearly stated:

1. which merchandise is being returned,
2. why,
3. that an exchange is needed,
4. to whom and where to send the exchange.

(This information may be included in letter form rather than stated in the body of the letter.)

Objective 12: **Student can demonstrate knowledge of the elements of a complete written invitation by stating what is happening, when, where, why and by or for whom.**

Writing Prompt 1 – Difficulty Level 4.0

Your class is having an Art Fair to display the things you've been making and drawing in art class. Your teacher has asked you to write an invitation from the class to the principal, asking him or her to attend the Art Fair.

Scoring Criteria: Student has written an invitation that states what is happening, when, and where.

Writing Prompt 2 – Difficulty Level 5.0

Your family is going on a one-week vacation to Canada and your parents have said that you may bring a friend along. Write an invitation to your best friend.

Scoring Criteria: Student has written an invitation that states what is happening, when, and where.

Objective 13: **Given specific parameters for a written invitation, student can state what is happening, when, where, why, and by or for whom.**

Writing Prompt 1 – Difficulty Level 4.5

Your birthday is next month and your mom and dad said you can have a roller skating party. You have decided to write notes to invite your friends. Write out one invitation and be sure to include why, where, and when you are having your party.

Scoring Criteria: Student has stated in the invitation what is happening, why, when, and where.

Writing Prompt 2 – Difficulty Level 5.0

Your mom and dad are going to be celebrating their 25th wedding anniversary. You and your older sister have decided to have a party with your relatives to celebrate. Write an invitation to the party to your Uncle Steve. Be sure to include the place, time, and reason for the party.

Scoring Criteria: Student has stated in the invitation what is happening, why, when, and where.

Objective 14: **In writing a business letter, student can include all elements of an inside address in proper order.**

Writing Prompt 1 — Difficulty Level 5.0

You read the following advertisement in a magazine:

> BE THE LIFE OF EVERY PARTY!! MYSTIFY YOUR FRIENDS WITH MAGIC
>
> Send today for your very own Master Magic Kit — only $3.98 plus $.50 for postage and handling (check or money order only) to Mystery, Inc., 1593 Spook Lane, Austin, Texas 72203.

Write a letter, in correct business form, ordering the advertised magic kit. Be sure to include all necessary information.

Scoring Criteria: In writing a business letter, student has included all elements of an inside address in proper order.

> Mystery, Inc.
> 1593 Spook Lane
> Austin, Texas 72203

Writing Prompt 2 — Difficulty Level 4.5

You've seen an advertisement by Novelties, Inc., P.O. Box 237, New York, New York 00112, offering 30 Scratch 'n Sniff labels for $1.98 (postage and shipping included). Write a letter, in correct business form, ordering the advertised labels. Be sure to include all necessary information.

Scoring Criteria: In writing a business letter, student has included all elements of an inside address in proper order.

> Novelties, Inc.
> P.O. Box 237
> New York, NY 00112

Objective 15: **In writing a business letter, student can properly capitalize heading, inside address, greeting, closing, and signature.**

Writing Prompt 1 — Difficulty Level 5.0

You are the business manager of a school district. Your order to a chalk supplier has not been delivered. The order was mailed about six months ago. Write a letter to the chalk supplier to ask when you will get the chalk. Use correct business letter form and make up the name and address of the company.

Scoring Criteria: In writing a business letter, student capitalized the proper words in the heading, inside address, greeting, closing, and signature.

123 Avon Street
Elmhurst, IL 60412
May 13, 1980

School Supplies, Inc.
333 W. Jackson Avenue
Lombard, Il 60413

Dear Sir or Madam: (or some appropriate greeting)
Yours truly,

Jill Keelin

Writing Prompt 2 — Difficulty Level 5.0

An advertisement in your favorite magazine explained that if you joined a certain record club you would receive notice of discount records every month. You sent in your membership application with the accompanying money but after three months have not heard from them. Write the company a letter in proper business form and explain the problem. Make up a name and address for the company.

Scoring Criteria: In writing a business letter, student capitalized the proper words in the heading, inside address, greeting, closing, and signature.

123 Avon Street
Elmhurst, IL 60412
May 13, 1980

United Records
333 W. Jackson Avenue
Lombard, Il 60413

Dear Sir or Madam: (or some appropriate greeting)
Yours truly,

Jill Keelin

Objective 16 **In writing a business letter to order merchandise, student can state which merchandise, how to be paid, and to whom and where to send (latter information may be included in letter form).**

Writing Prompt 1 — Difficulty Level 4.5

You read the following advertisement in a magazine:

> BE THE LIFE OF EVERY PARTY!! MYSTIFY YOUR FRIENDS WITH MAGIC
>
> Send today for your very own Master Magic Kit — only $3.98 plus $.50 for postage and handling (check or money order only) to Mystery, Inc., 1593 Spook Lane, Austin, Texas 72203.

Write a letter, in correct business form, ordering the advertised magic kit. Be sure to include all necessary information.

Scoring Criteria: Student has:

1. clearly identified the merchandise,
2. specified how it will be paid,
3. and clarified to whom and where to send the merchandise.

(This information may be included in letter form rather than stated in the body of the letter.)

Writing Prompt 2 — Difficulty Level 5.5

You've seen an advertisement by Novelties, Inc., P.O. Box 237, New York, New York 00112, offering 30 Scratch 'n Sniff labels for $1.98 (postage and shipping included). Write a letter, in correct business form, ordering the advertised labels. Be sure to include all necessary information.

Scoring Criteria: Student has:

1. clearly identified the merchandise,
2. specified how it will be paid,
3. and clarified to whom and where to send the merchandise.

(This information may be included in letter form rather than stated in the body of the letter.)

Objective 17: **In writing a business letter of complaint, student can courteously state what is wrong and request specific action to remedy the situation.**

Writing Prompt 1 – Difficulty Level 5.0

You are the business manager of a school district. Your order to a chalk supplier has not been delivered. The order was mailed about six months ago. Write a letter to the chalk supplier to ask when you will get the chalk. Use correct business letter form and make up the name and address of the company.

Scoring Criteria: Student has courteously stated what that the chalk is past due and has requested a specific action (eg., demand for a specific date) to remedy the situation.

Writing Prompt 2 – Difficulty Level 5.0

An advertisement in your favorite magazine explained that if you joined a certain record club you would receive notice of discount records every month. You sent in your membership application with the accompanying money but after three months have not heard from them. Write the company a letter in proper business form and explain the problem. Make up a name and address for the company.

Scoring Criteria: Student has:

1. courteously stated what is wrong (eg., after a sufficiently long period of time, no response or membership card was received)
2. requested a specific action (eg., request for a specific delivery date or an immediate refund) to remedy the situation.

Objective 18: **In writing a social or personal letter, student can properly capitalize greeting, closing, and signature.**

Writing Prompt 1 – Difficulty Level 5.0

You won a first place medal at the gymnastics meet on Saturday. Write a letter to your gramdmother and tell her about the medal and how you won it. Put in all the parts of a letter so that your letter looks like a real one.

Scoring Criteria: Student has capitalized the proper words in the greeting, closing, and signature of a friendly letter.

(Eg., Dear Grandma, Yours truly, Jill)

Writing Prompt 2 – Difficulty Level 5.5

Your friend, Jane, moved last month to Denver, Colorado. Write a letter to her and tell her about what's been happening at school since she moved.

Scoring Criteria: Student has capitalized the proper words in the greeting, closing, and signature of a friendly letter.

(Eg., Dear Jane, Yours truly, Jack)

Objective 19: **In writing a business letter, student can properly capitalize greeting, closing, and signature.**

Writing Prompt 1 – Difficulty Level 5.0

Write a letter to American Airlines to ask for a schedule of their daytime flights from Chicago to New York. Use their Reservation Office address in Chicago at 200 N. Michigan Avenue.

Scoring Criteria: In writing a business letter, student has capitalized the proper words in the greeting, closing, and signature.

Customer Service: (or Dear Sir or Madam: – any appropriate title)
Yours truly, David Antonio

Writing Prompt 2 – Difficulty Level 5.5

Write a business letter to the president of General Dogfood, Inc. to compliment the company on their new dogfood, Doggy Delight, which your dog likes very much. Send your letter to the president of the company, Ann Howard Johnson, and make up the company's address. Use correct business letter form.

Scoring Criteria: In writing a business letter, student has capitalized the proper words in the greeting, closing, and signature.

Dear Ms. Johnson: Yours truly, David Antonio

Objective 20: **In addressing an envelope, student can give complete address and return address information in proper form (correct capitalization and punctuation).**

Writing Prompt 1 — Difficulty Level 5.0

Address an envelope to your mother or father. Use the school address as the return address. Be sure to put all necessary information in the correct order and to capitalize and punctuate it properly.

Scoring Criteria: Student has properly addressed an envelope, giving the complete address and return address information in proper form (correct capitalization and punctuation).

Tracy L. Taylor
567 Avon Lane
Glen Ellyn, IL 60421

Mr. or Mrs. Donald Bennett (or Mary or Donald Bennett)
180 Park Street
Chicago, IL 60645

Writing Prompt 2 — Difficulty Level 6.0

Address an envelope to the Inter-Gallactic Book Company. Create the address. Use your home address as the return address.

Scoring Criteria: Student has properly addressed an envelope, giving the complete address and return address information in proper form (correct capitalization and punctuation).

Tracy L. Taylor
567 Avon Lane
Glen Ellyn, IL 60421

Inter-Gallactic Book Company
180 Park Street
Chicago, IL 60645

Objective 21: **Given the information in random order, student can address an envelope by properly arranging the elements of the name and address.**

Writing Prompt 1 — Difficulty Level 6.0

You have a valentine to send to your friend Karen Bennett. Put her name and address the envelope so that the mailman knows where to take it. All of the following words are parts of the address. Put them in the right place and in the right order.

IL 180 Chicago Park Street 60645

Scoring Criteria: Student has addressed an envelope by properly arranging the elements of the name and address.

(Miss or Ms. optional) Karen Bennett
180 Park Street
Chicago, IL 60645

Writing Prompt 2 — Difficulty Level 5.5

Pretend you are at summer camp and want to write to your mom and dad at home. Using your own address, fill out this envelope.

Scoring Criteria: Student has addressed an envelope by properly arranging the elements of the name and address.

Mr. and Mrs. Donald Bennett (or Mary and Donald Bennett)
180 Park Street
Chicago, IL 60645

Objective 22. **In writing a social or personal letter, student can properly punctuate greeting, closing, and signature.**

Writing Prompt 1 — Difficulty Level 6.0

You're spending your summer vacation with your grandparents in Wisconsin. Write a letter to your friend and tell him or her what you've been doing. Put in all the parts of a letter so that your letter looks like a real one.

Scoring Criteria: Student has properly puctuated the greeting, closing, and signature of a friendly letter.

(Eg., Dear Frank, Yours truly, Jimmy)

Writing Prompt 2 — Difficulty Level 6.0

Write a letter to your Uncle Jim in North Carolina. Tell him that your mom said you could accept his invitation to fly there and visit him for a week. Be sure to let him know when you'll be coming. Put in all the parts of a letter so that your letter looks like a real one.

Scoring Criteria: Student has properly puctuated the greeting, closing, and signature of a social letter.

(Eg., Dear Uncle Jim, Yours truly, Janet)

Objective 23 **In writing a business letter, student can properly punctuate greeting, closing, and signature.**

Writing Prompt 1 — Difficulty Level 6.0

You are planning to make some miniature furniture for your little sister's dollhouse as a surprise for her birthday. You've learned that the manufacturer with the greatest selection of miniature furniture kits is Mini-Things, Inc., P.O. Box 493, Stamford, Connecticutt 00633. Write a letter, using correct business form, requesting a catalog of their kits.

Scoring Criteria: In writing a business letter, student has properly punctuated the greeting, closing, and signature.

Customer Service: (or Dear Sir or Madam: — any appropriate title)
Yours truly, David Antonio

Writing Prompt 2 — Difficulty Level 6.5

The following advertisement appeared in last Sunday's newspaper:

START A FASCINATING HOBBY NOW!!

Write today for your ABSOLUTELY FREE Introductory Collection of 100 Assorted Postage Stamps.

Acme Stamp Company, 200 N. Plaza Drive, San Diego, California 90206

Write a letter in correct business form, requesting the free introductory offer of stamps. Be sure to include all necessary information.

Scoring Criteria: In writing a business letter, student has properly punctuated the greeting, closing, and signature.

Customer Service: (or Dear Sir or Madam: — any appropriate title)
Yours truly, David Antonio

Objective 24 **In a social or personal letter, student can properly punctuate heading, greeting, closing, and signature.**

Writing Prompt 1 – Difficulty Level 6.5

You and your family have just moved to a new house in a new town. Write a letter to your favorite cousin, Bob, to give him your new address. Tell him about your house and the friends you've made in the neighborhood. Put in all the parts of a letter so that your letter looks like a real one.

Scoring Criteria: In writing a social or personal letter, student has properly punctuated the heading, greeting, closing, and signature.

Eg. 125 N. Park Street
Lombard, IL 60511
May 12, 1980

Dear Bob, Yours truly, Ed

Writing Prompt 2 – Difficulty Level 7.5

You just won first prize in a safety poster contest. Write a letter to your grandparents telling them about it and how you feel. Put in all the parts of a letter so that your letter looks like a real one.

Scoring Criteria: In writing a social or personal letter, student has properly punctuated the heading, greeting, closing, and signature.

Eg. 125 N. Park Street
Lombard, IL 60511
May 12, 1980

Dear Grandma and Grandpa, Yours truly, Elaine

Objective 25 **In writing a business letter, student can properly punctuate heading, inside address, greeting, closing, and signature.**

Writing Prompt 1 — Difficulty Level 7.0

A new cassette tape you've just purchased has an obvious muffled tone about 1/3 of the way into the first side. Since you ordered it through a mail order catalogue, you now need to write them a letter explaining the problem and requesting that it be replaced. Use the proper business format in your letter and make up the name and address of the company.

Scoring Criteria: In writing a business letter, student has properly punctuated the heading, inside address, greeting, closing, and signature.

123 Avon Street
Elmhurst, IL 60412
May 13, 1980

Tapes Galore, Inc.
333 W. Jackson Avenue
Lombard, Il 60413

Dear Sir or Madam: (or some appropriate greeting)
Yours truly,

Jill Keelin

Writing Prompt 2 — Difficulty Level 7.0

In the back of a magazine you found an ad for tee shirt decals. You ordered (and received) two iron-on decals. The problem is that the colors and wording are blurred and cannot be read. Use proper business letter form to write to the company explaining what's wrong and requesting that they replace the decals. Make up a name and address for the company.

Scoring Criteria: In writing a business letter, student has properly punctuated the heading, inside address, greeting, closing, and signature.

123 Avon Street
Elmhurst, IL 60412
May 13, 1980

Decals Unlimited
333 W. Jackson Avenue
Lombard, Il 60413

Dear Sir or Madam: (or some appropriate greeting)
Yours truly,

Jill Keelin

Objective 26: **In writing a social or personal letter, student can include all elements of a heading in correct order.**

Writing Prompt 1 – Difficulty Level 7.5

Your friend, Jane, moved last month to Denver, Colorado. Write a letter to her and tell her about what's been happening at school since she moved.

Scoring Criteria: In writing a social or personal letter, student has included all elements of a heading in correct order.

Eg. 125 N. Park Street
Lombard, IL 60511
May 12, 1980

Writing Prompt 2 – Difficulty Level 7.0

You won a first place medal at the gymnastics meet on Saturday. Write a letter to your gramdma and tell her about the medal and how you won it. Put in all the parts of a letter so that your letter looks like a real one.

Scoring Criteria: In writing a social or personal letter, student has included all elements of a heading in correct order.

Eg. 125 N. Park Street
Lombard, IL 60511
May 12, 1980

Objective 27 **In a social or personal letter, student can properly capitalize heading, greeting, closing, and signature.**

Writing Prompt 1 — Difficulty Level 7.0

You're spending your summer vacation with your gramdparents in Wisconsin. Write a letter to your friend and tell him or her what you've been doing. Put in all the parts of a letter so that your letter looks like a real one.

Scoring Criteria: In writing a social or personal letter, student has capitalized the proper words in the heading, greeting, closing, and signature.

Eg. 125 N. Park Street
Lombard, IL 60511
May 12, 1980

Dear Ann, Yours truly, Dave

Writing Prompt 2 — Difficulty Level 8.0

Write a letter to your Uncle Jim in North Carolina. Tell him that your mom said you could accept his invitation to fly there and visit him for a week. Be sure to let him know when you'll be coming. Put in all the parts of a letter so that your letter looks like a real one.

Scoring Criteria: In writing a social or personal letter, student has capitalized the proper words in the heading, greeting, closing, and signature.

Eg. 125 N. Park Street
Lombard, IL 60511
May 12, 1980

Dear Uncle Jim, Yours truly, Doris

WRITING SKILLS OBJECTIVES and PROMPTS
ORAL MESSAGE SKILLS
Objectives 28-29

Objective 28: **After hearing a taped phone message, student can write the following information: who called, at what time, who message is for, and message.**

Writing Prompt 1 – Difficulty Level 5.0

THIS PROMPT SHOULD ONLY BE READ ALOUD – DO NOT DISTIBUTE TO STUDENTS

Sometimes you have to take a phone message for someone. Pretend this is one of those times and get a pencil and paper ready to take the information down.

The telephone rings and you answer it. A lady asks for your mother. She isn't home and you tell the lady this. She says, "Please ask your mother to call me back. I'm Mrs. Stone, and I need to find out if she can drive the Scouts to the park next Saturday. My number is 384-2613." Write the message.

Scoring Criteria: After hearing a phone message, student has written the following information:
1. who called – Mrs. Stone
2. who message is for – Mother
3. message – call Mrs. Stone at 384-2613.

Writing Prompt 2 – Difficulty Level 5.0

THIS PROMPT SHOULD ONLY BE READ ALOUD – DO NOT DISTIBUTE TO STUDENTS

Sometimes you have to take a phone message for someone. Pretend this is one of those times and get a pencil and paper ready to take the information down.

When you answer the phone, a lady asks for your older brother, who isn't home. When you tell the lady this, she says, "This is Mrs. Black on High Street. Would you have him call me? I want him to mow my lawn next week. My number is 386-3199." Write the message.

Scoring Criteria: After hearing a phone message, student has written the following information:
1. who called – Mrs. Black
2. who message is for – brother
3. message – call Mrs. Black at 386-3199.

Objective 29: **Student can take notes on simple dictated instructions.**

Writing Prompt 1 – Difficulty Level 6.0

THIS PROMPT SHOULD ONLY BE READ ALOUD – DO NOT DISTIBUTE TO STUDENTS

I want you to take notes as you listen to me. Write down important points on how to plant corn in a garden.

1. Prepare the soil, so it is soft and easy to handle. Use a hoe to break up lumps and to make the soil loose.
2. Make a little hill of soil about four inches high and make a hole with your finger in the top of it.
3. Place 2 corn seeds in the hole you made with your finger and cover the seeds with dirt.
4. Water the hill every day to keep it moist and in about two weeks, you'll see the beginnings of a corn stalk.

Scoring Criteria: Student has included in his/her notes an appropriate title and each of six steps, mentioning the main idea in each step:

Title: PLANTING CORN

1. prepare soil 2. make hill and hole 3. put seeds in hole 4. water.

Writing Prompt 2 – Difficulty Level 6.5

THIS PROMPT SHOULD ONLY BE READ ALOUD – DO NOT DISTIBUTE TO STUDENTS

I want you to take notes as you listen to me. Write down important points so that later you know what to do if you have to bathe a dog.

1. Find a deep sink or bathtub.
2. Fill the tub with about two inches of water.
3. Put in a spoonful of soap.
4. Catch the dog and bring him to the water.
5. Have a friend hold him while you scrub him. Use a scrub brush.
6. Lift him out of the water and using a big towel, dry his fur before he can shake the water all over the room.

Scoring Criteria: Student has included in his/her notes an appropriate title and each of six steps, mentioning the main idea in each step:

Title: BATHING A DOG

1. sink or tub 2. water 3. soap 4. dog 5. scrub 6. dry.

WRITING SKILLS OBJECTIVES and PROMPTS

DESCRIPTIVE SKILLS

Objectives 30-39

Objective 30 **Student can list at least 3 words that describe his/her own feelings about or reaction to a situation or event.**

Writing Prompt 1 — Difficulty Level 3.5

Pretend that your first tooth fell out today. You've been waiting for this day. You know about the tooth fairy and the gifts it brings. Write three or more words to tell how you would feel about this event.

Scoring Criteria: Student has listed at least 3 words that describe his/her own feelings about or reaction to the event described.

Writing Prompt 2 — Difficulty Level 3.5

Pretend that you're alone in a big forest. You hear sounds. You don't know which way to go. No one seems to hear your calls. Write three or more words to tell how you would feel about this event.

Scoring Criteria: Student has listed at least 3 words that describe his/her own feelings about or reaction to the situation described.

Objective 31: **Student can list at least 3 words that describe the physical appearance of an object, person, or place by giving, where applicable, details of size, shape, color, texture.**

Writing Prompt 1 – Difficulty Level 3.5

List three or more words that describe what your teacher looks like.

Scoring Criteria: Student has listed at least 3 words that describe a teacher.

Writing Prompt 2 – Difficulty Level 4.5

List three or more words that describe your classroom desk.

Scoring Criteria: Student has listed at least 3 words that describe a desk.

Objective 32 **Using complete sentences, student can describe the character (behavior and/or attitude) of a person by identifying the person and naming at least two distinct personality traits.**

Writing Prompt 1 — Difficulty Level 3.5

Think of a cartoon character that you enjoy. Tell about this character. Use complete sentences to describe the kind of person this character is. (If the character is an animal, tell what kind of 'person' the animal is and how it acts.)

Scoring Criteria: Using complete sentences, student has:
1. identified a cartoon figure
2. described his/her/its character (behavior and/or attitude) by mentioning at least two distinct personality traits.

Writing Prompt 2 — Difficulty Level 4.5

Think of one of your favorite T.V. characters. Using complete sentences, describe the kind of person this character is.

Scoring Criteria: Using complete sentences, student has:
1. identified a T.V. figure
2. described his/her character (behavior and/or attitude) by mentioning at least two distinct personality traits.

Objective 33 **In a coherent paragraph of at least 4 sentences, student can describe the physical appearance of an object, person, or place, by elaborating on at least two physical characteristics.**

Writing Prompt 1 — Difficulty Level 4.0

Your parents have just bought a house and they told you that now you are going to have a bedroom for just yourself. Write a paragraph of at least 4 sentences, describing how you would like your room to look. (You may tell about walls, furniture, lights, closet, floor, etc.)

Scoring Criteria: In a paragraph of at least 4 sentences, student has described his/her bedroom by elaborating on at least two physical characteristics of the room or its furnishings.

Writing Prompt 2 — Difficulty Level 4.0

Pretend that you must describe what a tiger looks like to someone who has never seen one. Write a paragraph of at least 4 sentences, making the appearance of the tiger as clear as you can.

Scoring Criteria: In a paragraph of at least 4 sentences, student has described the physical appearance of a tiger by elaborating on at least two physical characteristics of the animal.

Objective 34 **Student can list at least 3 words that describe the character (behavior and/or attitude) of a person.**

Writing Prompt 1 – Difficulty Level 4.0

Kenny cannot go out to play because he is being punished for pushing his little brother and making him cry. Write three or more words that tell what kind of boy Kenny is.

Scoring Criteria: Student has listed at least 3 words that describe the character (behavior and/or attitude) of a person.

Writing Prompt 2 – Difficulty Level 4.5

Janie is sitting on the couch with two younger children. She is reading a story to them. Write three or more words that describe what kind of girl Janie is.

Scoring Criteria: Student has listed at least 3 words that describe the character (behavior and/or attitude) of a person.

Objective 35: **Using complete sentences, student can describe physical appearance of an object, person, or place by giving at least three details of size, shape, color, texture.**

Writing Prompt 1 — Difficulty Level 5.0

Think of the best present you have ever received. Using complete sentences, describe the present. Include at least 3 things about how it looked, like its size, shape, or color.

Scoring Criteria: Using complete sentences, student has described the physical appearance of an object by giving at least three details of size, shape, color, texture.

Writing Prompt 2 — Difficulty Level 4.0

You have a favorite outfit. It may be for playing ball, school, or for a dress-up occasion. Using complete sentences, describe what your outfit looks like by giving at least 3 things about it.

Scoring Criteria: Using complete sentences, student has described the physical appearance of an outfit by giving at least three details of size, shape, color, texture.

Objective 36 **Student can list at least 3 words that describe another person's feelings about or reactions to a situation or event.**

Writing Prompt 1 – Difficulty Level 4.0

The Girl Scouts are going on a camp-out for the weekend. On the day they are to leave, Laura breaks out with chicken pox and can't go. How does Laura feel about missing the camp-out?

Scoring Criteria: Student has listed at least 3 words that describe Laura's feelings about or reaction to the event described.

Writing Prompt 2 – Difficulty Level 5.0

Bobby and you ride to Seven Eleven to get some Cosmic Candy. When you come out of the store your bike is there, but Bobby's is gone. How does he feel?

Scoring Criteria: Student has listed at least 3 words that describe Bobby's feelings about or reaction to the event described.

Objective 37. **Using complete sentences, student can describe another person's feelings about a situation or event.**

Writing Prompt 1 – Difficulty Level 4.0

Your best friend, Mark, and you are busy making a racetrack. The doorbell rings and Scott is there wanting to play with you. You tell him you can't play because you and Mark are busy. In complete sentences, tell how you think Scott feels?

Scoring Criteria: Using complete sentences, student has described Scott's feelings about or reactions to the situation described.

Writing Prompt 2 – Difficulty Level 5.0

Jason has been working for three weeks on a kite to enter in the kite flying contest. At the contest he is very pleased with how high he has gotten his new kite when all of a sudden his string gets tangled with that from another kite. Using complete sentences, tell how you think Jason would feel?

Scoring Criteria: Using complete sentences, student has described Jason's feelings about or reactions to the situation described.

Objective 38: **Using complete sentences, student can describe his/her own feelings about or reactions to a situation or event.**

Writing Prompt 1 – Difficulty Level 4.5

You are having a birthday party. While opening presents, your mother and father shout 'surprise' and in walks a little puppy. Using complete sentences, tell how you would feel when you see the puppy.

Scoring Criteria: Using complete sentences, student has described his/her own feelings about or reactions to the situation described.

Writing Prompt 2 – Difficulty Level 4.5

Your team is playing the championship game in hockey tomorrow at school. After school you are playing in the park and fall off the swing and break your toe. How do you feel now that you cannot be in the game? Using complete sentences, describe your thoughts and feelings.

Scoring Criteria: Using complete sentences, student has described his/her own feelings about or reactions to the situation described.

Objective 39: **In a coherent paragraph of at least four sentences, student can describe the character (behavior and/or attitude) of a person by identifying the person and by elaborating on at least two distinct personality traits.**

Writing Prompt 1 – Difficulty Level 5.0

Think of a someone alive today whom you admire very much. (The person you choose could be famous or he or she could be someone not well-known.) In a paragraph of at least 4 sentences, tell who the person is and describe his or her character. Tell why you admire this person.

Scoring Criteria: In a paragraph of at least four sentences, student has described the character (behavior and/or attitude) of a person by:

1. identifying the person
2. elaborating on at least two distinct personality traits.

Writing Prompt 2 – Difficulty Level 6.0

Imagine that you could jump in a time machine and travel backwards in history to be for just one week, some person who lived long ago. Who would you be? In a paragraph of at least 4 sentences, identify the person and describe his or her character, telling why you chose to be that person.

Scoring Criteria: In a paragraph of at least four sentences, student has described the character (behavior and/or attitude) of a person by:

1. identifying the person
2. elaborating on at least two distinct personality traits.

WRITING SKILLS OBJECTIVES and PROMPTS

NARRATIVE SKILLS (Story-telling—Biographical and Fictional)

Objectives 40-55

Objective 40: **In writing a story, student can invent a problem, devise a solution, and construct a plot around it.**

Writing Prompt 1 – Difficulty Level 3.5

Write a story about an onion who has a serious problem. In your story, be sure you tell three things: 1) where your story happens (describe the place so that someone who reads your story can imagine what it would look like), 2) what the onion's problem is, and 3) how the onion solves its problem.

Scoring Criteria: Student has written a story in which s/he has invented a problem for the main character and devised a solution.

Writing Prompt 2 – Difficulty Level 2.0

Write a story about someone your own age who has a big problem. In your story, be sure you tell three things: 1) where your story happens (describe the place so that someone who reads your story can imagine what it would look like), 2) what the person's problem is, and 3) how the person solves his or her problem.

Scoring Criteria: Student has written a story in which s/he has invented a problem for the main character and devised a solution.

Objective 41: **In writing a story, student can sustain the point-of-view of a participant (1st person narration).**

Writing Prompt 1 – Difficulty Level 2.5

Pretend that you were chosen as the first grade-school student to go on a space trip. Write a story about your ship's take-off and about what you did on your first day of travelling in space.

Scoring Criteria: Student has written a story from the point-of-view of a participant (1st person narration).

Writing Prompt 2 – Difficulty Level 3.5

Pretend that you were principal of your school for a day. Write a story about what you did and what happened during that day.

Scoring Criteria: Student has written a story from the point-of-view of a participant (1st person narration).

Objective 42: **Student can write dialogue.**

Writing Prompt 1 – Difficulty Level 3.0

Pretend you are on the playground listening to students arguing over who should play on the equipment. Write what they are saying.

Scoring Criteria: Student has written dialogue between at least two children on the playground.

Writing Prompt 2 – Difficulty Level 3.0

Two gorillas are tired off being in the zoo and decide to escape. Use dialogue to describe their plans for escaping and what they plan to do after they escape.

Scoring Criteria: Student has written dialogue between the two gorillas.

Objective 43: **Student can write an account of an actual personal experience telling what happened or what s/he did.**

Writing Prompt 1 – Difficulty Level 3.0

Think about a day in school. Tell about three things that happen each morning in your classroom.

Scoring Criteria: Student has written an account of his/her personal experience of a morning in the classroom by telling 3 things that happen.

Writing Prompt 2 – Difficulty Level 4.0

Free days from school and Saturdays are special because you can do many different things. Think about what you did on a special day and write about it.

Scoring Criteria: Student has written an account of his/her personal experience of a Saturday.

Objective 44: **Student can create and write a fictional account of what happened to someone else.**

Writing Prompt 1 – Difficulty Level 3.5

Pretend that a space ship landed in the yard next door. What did your neighbors see and do? Write a story about it.

Scoring Criteria: Student has created and written a fictional account of what happened to someone else.

Writing Prompt 2 – Difficulty Level 3.5

Pretend that a friend of yours just came back from a camping trip in the North Woods. What did the person see and do? Write a story about it.

Scoring Criteria: Student has created and written a fictional account of what happened to someone else.

Objective 45 **In writing a story, student can construct a plot around a given problem and its solution.**

Writing Prompt 1 – Difficulty Level 3.5

Judy's friends are going to spend a day at Great America and they have asked her to go with them. More than anything she wants to go, but she doesn't have enough money of her own. Write a story that tells how Judy's wish comes true. In the beginning of your story, tell how Judy feels when she thinks she won't be able to go with her friends. In the end of your story, tell how she feels about being able to go after all.

Scoring Criteria: Student has written a story about the given problem and its solution.

Writing Prompt 2 – Difficulty Level 3.5

Billy is a very happy boy now, but he wasn't always that way. But now he has a friend. Write a story telling how Billy found a friend. In the beginning of your story, tell how Billy felt when he didn't have a friend. In the end of your story, tell how he feels about finding a friend.

Scoring Criteria: Student has written a story about the given problem and its solution.

Objective 46 **In writing a story, student can describe the actions of the character/s.**

Writing Prompt 1 — Difficulty Level 3.5

Pretend that a big, ugly monster came and visited your neighbor's house. Write a story about what happened. Tell what the monster looked like and what it did.

Scoring Criteria: Student has written a story in which s/he describes the actions of the monster.

Writing Prompt 2 — Difficulty Level 4.0

There is a great forest fire. Write a story that tells how one particular animal escapes. In your story, describe the animal you are writing about and tell what it looks like.

Scoring Criteria: Student has written a story in which s/he describes the actions of the animal in escaping the fire.

Objective 47 **In writing a story, student can describe the feelings of the character/s.**

Writing Prompt 1 – Difficulty Level 4.0

Judy's friends are going to spend a day at Great America and they have asked her to go with them. More than anything she wants to go, but she doesn't have enough money of her own. Write a story that tells how Judy's wish comes true. In the beginning of your story, tell how Judy feels when she thinks she won't be able to go with her friends. In the end of your story, tell how she feels about being able to go after all.

Scoring Criteria: In writing a story, student has described Judy's feelings.

Writing Prompt 2 – Difficulty Level 3.5

Billy is a very happy boy now, but he wasn't always that way. But now he has a friend. Write a story telling how Billy found a friend. In the beginning of your story, tell how Billy felt when he didn't have a friend. In the end of your story, tell how he feels about finding a friend.

Scoring Criteria: In writing a story, student has described Billy's feelings.

Objective 48: **Student can create and write a fictional account of a personal experience telling what happened or what s/he did.**

Writing Prompt 1 – Difficulty Level 3.5

Pretend that you were chosen as the first grade-school student to go on a space trip. Write a story about your ship's take-off and about what you did on your first day of travelling in space.

Scoring Criteria: Student has created and written a fictional account of the personal experience of space travel by telling what happened or what s/he did.

Writing Prompt 2 – Difficulty Level 4.0

Pretend that you were principal of your school for a day. Write a story about what you did and what happened during that day.

Scoring Criteria: Student has created and written a fictional account of the personal experience of being principal for a day by telling what happened or what s/he did.

Objective 49: **Student can write an account of an actual event or experience in someone else's life.**

Writing Prompt 1 – Difficulty Level 4.0

Think of something interesting or exciting that really happened to someone you know. Write a story that tells about what happened or what that person did.

Scoring Criteria: Student has written an account of an actual event or experience in someone else's life by telling what happened or what that person did.

Writing Prompt 2 – Difficulty Level 4.5

Think of something funny that really happened to someone you know. Write a story that tells about what happened or what that person did.

Scoring Criteria: Student has written an account of an actual event or experience in someone else's life by telling what happened or what that person did.

Objective 50 **Student can write a story in the past tense and sustain that tense throughout.**

Writing Prompt 1 – Difficulty Level 4.0

Think of a time that you tried to keep a secret from your parents. Write a story about what happened. Keep your story in the past tense.

Scoring Criteria: Student has written a story in the past tense and sustained that tense throughout.

Writing Prompt 2 – Difficulty Level 5.0

Imagine that you are a No. 2 pencil in some student's desk. Tell where your life began, how you grew, what you saw in your environment, and how you came to be a pencil. Tell your story in only the past tense, remembering that the pencil is revealing life before becoming a pencil.

Scoring Criteria: Student has written a story in the past tense and sustained that tense throughout.

Objective 51 **In writing a story, student can describe the physical appearance of the character/s.**

Writing Prompt 1 – Difficulty Level 5.0

There is a great forest fire. Write a story that tells how one particular animal escapes. In your story, describe the animal you are writing about and tell what it looks like.

Scoring Criteria: Student has written a story in which s/he describes the physical appearance of the animal.

Writing Prompt 2 – Difficulty Level 5.0

Pretend that a big, ugly monster came and visited your neighbor's house. Write a story about what happened. Tell what the monster looked like and what it did.

Scoring Criteria: Student has written a story in which s/he describes the physical appearance of the monster.

Objective 52: **Student can write a story in the present tense and sustain that tense throughout.**

Writing Prompt 1 – Difficulty Level 5.0

It is a beautiful day in the middle of May. Sam is walking under a maple tree when a baby robin falls out of his nest on to the grass in front of him. Using the present tense, write a story telling what Sam does to save the baby robin.

Scoring Criteria: Student has written a story in the present tense and sustained that tense throughout.

Writing Prompt 2 – Difficulty Level 5.5

Linda wakes up one bright sunny morning to find herself, not in her own bed in her own bedroom, but in a strange room. She runs to the window and finds that she is in a huge stone castle high on a hill. Using the present tense, write a story telling what Linda does next.

Scoring Criteria: Student has written a story in the present tense and sustained that tense throughout.

Objective 53 **In writing a story, student can describe the setting (time and/or place).**

Writing Prompt 1 – Difficulty Level 5.5

Write a story about an onion who has a serious problem. In your story, be sure you tell three things: 1) where your story happens (describe the place so that someone who reads your story can imagine what it would look like), 2) what the onion's problem is, and 3) how the onion solves its problem.

Scoring Criteria: Student has written a story in which s/he describes the setting (time and/or place) of the action.

Writing Prompt 2 – Difficulty Level 6.0

Write a story about someone your own age who has a big problem. In your story, be sure you tell three things: 1) where your story happens (describe the place so that someone who reads your story can imagine what it would look like), 2) what the person's problem is, and 3) how the person solves his or her problem.

Scoring Criteria: Student has written a story in which s/he describes the setting (time and/or place) of the action.

Objective 54 **In writing a story, student can sustain the point-view of an observer outside of the story (3rd person narration).**

Writing Prompt 1 — Difficulty Level 5.5

It is a beautiful day in the middle of May. Sam is walking under a maple tree when a baby robin falls out of its nest on to the grass in front of Sam. Using the present tense, write a story telling what Sam does to save the baby robin.

Scoring Criteria: In writing a story, student has sustained the point-view of an observer outside of the story (3rd person narration) in telling of Sam's actions.

Writing Prompt 2 — Difficulty Level 6.0

Linda wakes up one bright sunny morning to find herself, not in her own bed in her own bedroom, but in a strange room. She runs to the window and finds that she is in a huge stone castle high on a hill. Using the present tense, write a story telling what Linda does next.

Scoring Criteria: In writing a story, student has sustained the point-view of an observer outside of the story (3rd person narration) in telling of Linda's actions.

Objective 55: **Student can write dialogue and punctuate and paragraph it properly.**

Writing Prompt 1 – Difficulty Level 6.5

The week before Halloween the ghosts who live in the haunted house are making plans for how they will scare the children as they are trick-or-treating. Write down the conversation the ghosts are having. Be sure to punctuate the dialogue correctly and to put in the correct paragraph breaks.

Scoring Criteria: Student written dialogue and has properly punctuated it and paragraphed it.

E.g.,

"I can hardly wait for Halloween," said Spooky to Gasp.

"Neither can I!" replied Gasp. "What shall we plan for the big event?"

Writing Prompt 2 – Difficulty Level 7.0

John's family is going on a camping trip. The day before they leave, the family is discussing what needs to be packed and what they plan to do on their trip. Write down their discussion. Be sure to punctuate the dialogue correctly and to put in the correct paragraph breaks.

Scoring Criteria: Student written dialogue and has properly punctuated it and paragraphed it.

E.g.,

"Let's make a list of all the equipment and gear we'll need for the trip," suggested Mother.

"Food!" offered Joe. "We need lots of good things to eat."

WRITING SKILLS OBJECTIVES and PROMPTS
EXPLANATORY SKILLS
Objectives 56-59

Objective 56 **Student can write an explanation of a simple process (how something works) by logical ordering of at least 3 details.**

Writing Prompt 1 – Difficulty Level 3.0

You see a small child break the lead on his pencil but he doesn't know how to use the pencil sharpener. Try to explain to him everything he needs to know to get his pencil sharpened.

Scoring Criteria: Student has written an explanation of the process of sharpening a pencil by logical ordering at least 3 steps.

Writing Prompt 2 – Difficulty Level 4.0

A new student has come to your class. Your teacher has asked you to tell him exactly how to write his homework papers and when and where to hand them in. Write these directions out for him.

Scoring Criteria: Student has written an explanation of how to write homework papers and when and where to hand them in by logical ordering at least 3 steps.

Objective 57 **Student can write sequential directions for performing an action or doing a procedure by explaining how each of at least three steps is done.**

Writing Prompt 1 – Difficulty Level 3.5

Your little brother needs to know how to feed the dog and take care of him one day while you're going on a hike. Write a list of at least 3 sentences that would tell him how to do everything you'd do for the dog. Put them in the order in which they should be done.

Scoring Criteria Student has written directions for caring for a dog by listing at least 3 steps in sequential order and explaining how each step is done.

Writing Prompt 2 – Difficulty Level 3.5

Your mother has told you how to help clean up the house. Make a list of things of at least 3 things you'd have to do. After each, tell how you'd do it.

Scoring Criteria Student has written directions for cleaning a house by listing at least 3 steps in sequential order and explaining how each step is done.

Objective 58: **Student can write concise directions for performing an action or doing a procedure by giving at least 3 steps in sequential order.**

Writing Prompt 1 — Difficulty Level 4.0

You have volunteered to tutor a foreign student from a country which has no modern facilities. Your job is to teach this student how to brush his teeth properly. The student does know some English and communication is no real problem.

Scoring Criteria: Student has written concise directions for brushing one's teeth by giving at least 3 steps in sequential order.

Writing Prompt 2 — Difficulty Level 4.0

Imagine that someone is visiting your home who has seen T.V. before but has never turned one on or adjusted one. Think of what that person would need to know to watch his or her favorite T.V. program. Write directions for the use of your T.V.

Scoring Criteria: Student has written directions for turning on and tuning in a T.V. by giving at least 3 steps in sequential order.

Objective 59: **Student can write directions for getting from one place to another.**

Writing Prompt 1 – Difficulty Level 4.0

A new family has moved into your neighborhood. They have several school-age children and you walk them to school the first day. When they get to the parking lot, you give them directions to the principal's office. Write the directions from the school parking lot to the principal's office. Be sure to tell them how to recognize the office.

Scoring Criteria: Student has written directions for getting from one place to another.

Writing Prompt 2 – Difficulty Level 5.5

You've invited a new friend to your house. He has never been to your street before, and will come right from schoo after his music lesson. Since you can't wait for him at school, you explain just how to find your house. Give him landmarks to look for and describe your house so he will recognize it.

Scoring Criteria: Student has written directions for getting from one place to another.

WRITING SKILLS OBJECTIVES and PROMPTS
PERSUASIVE SKILLS
Objectives 60-62

Objective 60 **Student can state, in a complete sentence/s, a position or opinion on a given topic.**

Writing Prompt 1 – Difficulty Level 3.5

Your principal and teachers are thinking of changing the "gum chewing rule." Presently gum chewing is only permitted during outdoor recess. The principal and the teachers would like to know if you think the rule should be kept as it is or changed. Use completes sentences to give your opinion.

Scoring Criteria: Student has stated, using at least one complete sentence, a position or opinion on the gum-chewing topic.

Writing Prompt 2 – Difficulty Level 3.5

At this time, students at your school can wear whatever they wish. Do you think there should be rules on what kind of clothing students wear to school? Or should they be able to wear whatever they want? Using complete sentences, state your opinion.

Scoring Criteria: Student has stated, in at least one complete sentence, a position or opinion on the school apparel topic.

Objective 61 **Student can state, in complete sentences, a position or opinion on a given topic and support it with one or more specific reasons.**

Writing Prompt 1 – Difficulty Level 4.0

It is frequently stated on the news and in the newspapers that women and men should be treated as equals. Do you agree or disagree with this opinion? Using complete sentences, state your opinion and give your reasons for it.

Scoring Criteria: Student has, in complete sentences:
1. stated a position or opinion on the given topic
2. and supported it with one or more specific reasons.

Writing Prompt 2 – Difficulty Level 4.0

Your school does not have a basketball team. You want to convince the principal that this should be changed. In a few complete sentences, state your opinion and give your reasons for wanting a basketball team.

Scoring Criteria: Student has, in complete sentences:
1. stated a position or opinion on the given topic
2. and supported it with one or more specific reasons.

Objective 62 **Student can state, in complete sentences, a position or opinion on a given topic and support it with one elaborated reason or two or more unelaborated reasons.**

Writing Prompt 1 — Difficulty Level 5.0

It is frequently stated on the news and in the newspapers that women and men should be treated as equals. Do you agree or disagree with this opinion? Using complete sentences, state your opinion and give your reasons for it.

Scoring Criteria: Student has, in complete sentences:
1. stated a position or opinion on the given topic
2. supported it with one elaborated reason or two or more unelaborated reasons.

Writing Prompt 2 — Difficulty Level 5.5

Your school does not have a basketball team. You want to convince the principal that this should be changed. In a few complete sentences, state your opinion and give your reasons for wanting a basketball team.

Scoring Criteria: Student has, in complete sentences:
1. stated a position or opinion on the given topic
2. supported it with one elaborated reason or two or more unelaborated reasons.

WRITING SKILLS OBJECTIVES and PROMPTS

REVISION SKILLS

Objectives 63-82

Objective 63 **In a given piece of writing, student can correct careless omissions of words.**

Writing Prompt 1 – Difficulty Level 3.0

The writer of the following sentences has carelessly omitted some words. Rewrite the sentences, filling in the words that are needed.

Before Christmas vacation, we had test on all the math skills we had studied since September. It difficult test. I did well. I got 45 out 50 questions right.

Scoring Criteria Student has filled in the carelessly omitted words (underlined). Accept any insertion that makes sense.

Before Christmas vacation, we had a test on all the math skills we had studied since September. It was a difficult test. I did well. I got 45 out of 50 questions right.

Writing Prompt 2 – Difficulty Level 3.5

The writer of the following sentences has carelessly omitted some words. Rewrite the sentences, filling in the words that are needed.

In middle the night I heard a strange noise. I got of bed and went downstairs to see what going on. The neighbor's cat had knocked over one our garbage cans.

Scoring Criteria Student has filled in the carelessly omitted words (underlined). Accept any insertion that makes sense.

In the middle of the night I heard a strange noise. I got out of bed and went downstairs to see what was going on. The neighbor's cat had knocked over one of our garbage cans.

Objective 64 **In a given piece of writing, student can correct spelling errors.**

Writing Prompt 1 — Difficulty Level 3.5

The person who wrote this paragraph made many spelling errors. Rewrite the sentences, spelling all the words correctly.

My mother met Mrs. Ames at the grocary store yesterday. Mrs. Ames had been in the hospatal for along timne. Mother was delited to see her looking so helthy.

Scoring Criteria: Student has corrected the misspelled words: grocery, hospital, a long, time, delighted, healthy.

Writing Prompt 2 — Difficulty Level 3.5

The person who wrote this paragraph made many spelling errors. Rewrite the sentences, spelling all the words correctly.

I had a birthay party last month. Many freinds were envited to help me selebrate. My parents gove me a bicikal. I reccieved many nice presants from my freinds. We played games and had lots of delisious food to eat.

Scoring Criteria: Student has corrected the misspelled words: birthday, friends, invited, celebrate, gave, bicycle, received, presents, friends, delicious.

Objective 65 **In a given piece of writing, student can correct end-of-sentence punctuation errors.**

Writing Prompt 1 — Difficulty Level 3.5

Each of the sentences below ends with the wrong punctuation mark. Correct the errors.

I earned $5 cleaning people's yards last week. That's a lot of money? I spent some of the money going to MacDonalds and I saved the rest! What would you have done with that much money.

Scoring Criteria: Student has corrected end-of-sentence punctuation:
1. period or exclamation point,
2. period or exclamation point,
3. period,
4. question mark.

Writing Prompt 2 — Difficulty Level 3.5

Each of the sentences below ends with the wrong punctuation mark. Correct the errors.

We are going on a field trip in March? We are going to the zoo. Have you ever been there! It's going to be the best trip we ever took? I can hardly wait.

Scoring Criteria: Student has corrected end-of-sentence punctuation:
1. period or exclamation point,
2. period or exclamation point,
3. question mark,
4. period or exclamation point,
5. period or exclamation point.

Objective 66 **In a given piece of writing, student can correct grammatical errors in subject-verb agreement.**

Writing Prompt 1 — Difficulty Level 4.0

The subject and verb in a sentence must agree. Correct the mistakes in the following sentences:

All the kids on our hockey team likes playing games against other teams. We always practice before a game so that we is ready to face the other team. Every player on the team try to play his best.

Scoring Criteria Student has corrected subject-verb agreement errors:

All the kids on our hockey team like playing games against other teams. We always practice before a game so that we are ready to face the other team. Every player on the team tries to play his best.

Writing Prompt 2 — Difficulty Level 4.0

The subject and verb in a sentence must agree. Correct the mistakes in the following sentences:

Dad and I was going on a camping trip, but we wasn't sure where we were going. So we packed our swim suits, our skis, and our fishing poles. Then Dad seen our hiking boots and thought we should take them too.

Scoring Criteria Student has corrected subject-verb agreement errors:

Dad and I were going on a camping trip, but we weren't sure where we were going. So we packed our swim suits, our skis, and our fishing poles. Then Dad saw our hiking boots and thought we should take them too.

Objective 67 **In a given piece of writing, student can correct careless repetition of words.**

Writing Prompt 1 – Difficulty Level 4.5

Check this paragraph for unnecessary words. Cross them out.

The princess was very beautiful. Her golden hair shone like like the sun and her eyes were were as blue as violets. She was not only pretty, she was also also kind.

Scoring Criteria: Student has crossed out unnnecessary words: like, were, also.

Writing Prompt 2 – Difficulty Level 4.5

Check this paragraph for unnecessary words. Cross them out.

Tammy walked to to school with Mary. On the way they passed a yard that had had a large black dog in it. He barked loudly at them, and they were afraid he would jump over over the fence and chase them them.

Scoring Criteria: Student has crossed out unnnecessary words: had, over, them.

Objective 68 **In a given piece of writing, student can correct grammatical errors in use of adjectives and adverbs.**

Writing Prompt 1 – Difficulty Level 5.5

In the following sentences, correct any errors in the use of adjectives and adverbs:

1. He does good at whatever he tries.
2. Jenny pushed the door open easy and then slammed it hard.
3. Harry was happily to help his mother carry the most heaviest bag.

Scoring Criteria: Student has corrected the following errors in the use of adjectives and adverbs:

1. He does well at whatever he tries.
2. Jenny pushed the door open easily and then slammed it hard.
3. Harry was happy to help his mother carry the heaviest bag.

Writing Prompt 2 – Difficulty Level 5.5

In the following sentences, correct any errors in the use of adjectives and adverbs:

1. Jim is more fatter than he ever was.
2. She looked around nervous and walked quick through the darkened building.
3. I felt worried about the math test, so I studied good.

Scoring Criteria: Student has corrected the following errors in the use of adjectives and adverbs:

1. Jim is fatter than he ever was.
2. She looked around nervously and walked quickly through the darkened building.
3. I felt worried about the math test, so I studied well. (or – I felt worried about the math test, so I studied hard.)

Objective 69 **In a given piece of writing, student can correct punctuation errors in the use of the apostrophe.**

Writing Prompt 1 — Difficulty Level 5.5

The sentences below have punctuation errors in the use of the apostrophe. Correct those errors by rewriting the sentences that contain errors.

Im never tired when its time to go to bed. I just dont feel sleepy when nine oclock roll's around. But I follow my brothers good example and head upstair's without making a fuss.

Scoring Criteria: Student has corrected punctuation errors in the use of the apostrophe.

I'm never tired when it's time to go to bed. I just don't feel sleepy when nine o'clock rolls around. But I follow my brother's good example and head upstairs without making a fuss.

Writing Prompt 2 — Difficulty Level 6.0

The sentences below have punctuation errors in the use of the apostrophe. Correct those errors by rewriting the sentences that contain errors.

Whats the name of the movie wer'e going to see? It's story sounds very spooky, does'nt it? Well see ghosts' and headless men and greenhaired monsters. I think Id rather see a space adventure. Would'nt you?

Scoring Criteria Student has corrected punctuation errors in the use of the apostrophe.

What's the name of the movie we're going to see? Its story sounds very spooky, doesn't it? We'll see ghosts and headless men and greenhaired monsters. I think I'd rather see a space adventure. Wouldn't you?

Objective 70 **In a given piece of writing, student can remove irrelevant items.**

Writing Prompt 1 — Difficulty Level 6.5

The following paragraph contains some unnecessary information. Read the paragraph carefully and cross out any information that does not relate to the topic.

Weather forecasting has become a sophisticated business. New and improved instruments are forever being invented. Satellites now beam down pictures of the whole earth to us. It's got to be that way. Not all forecasters are as sophisticated as the instruments; some even crack jokes. Although many scientific advances have already been made, I'm sure even better forecasting instruments and and methods will be invented.

Scoring Criteria Weather forecasting has become a sophisticated business. New and improved instruments are forever being invented. Satellites now beam down pictures of the whole earth to us. Although many scientific advances have already been made, I'm sure even better forecasting instruments and and methods will be invented.

Writing Prompt 2 — Difficulty Level 5.5

The following paragraph contains some unnecessary information. Read the paragraph carefully and cross out any information that does not relate to the topic.

Babies learn to talk through imitation. The first sounds are vowel sounds; consonant sounds come later. When the baby opens his mouth and a recognizable sound falls out, he is usually praised. This encourages him to repeat his behavior and eventually to perfect the sounds. It's exciting to have a baby around the house. As they get older, they get into everything and take a lot of watching.

Scoring Criteria Babies learn to talk through imitation. The first sounds are vowel sounds; consonant sounds come later. When the baby opens his mouth and a recognizable sound falls out, he is usually praised. This encourages him to repeat his behavior and eventually to perfect the sounds.

Objective 71 **In a given piece of writing, student can correct grammatical errors in inconsistency of tense.**

Writing Prompt 1 – Difficulty Level 6.5

Correct the verb tense errors in the following paragraph.

The lines of measurement we used to identify the distance of a location from the equator were the lines of latitude. Beginning at the equator, with zero degrees latitude, these lines ran parallel to the equator and around the earth. They will help to describe exactly where on the earth's surface something is located.

Scoring Criteria: Student has corrected grammatical errors in inconsistency of tense:

The lines of measurement we use to identify the distance of a location from the equator are the lines of latitude. Beginning at the equator, with zero degrees latitude, these lines run parallel to the equator and around the earth. They help to describe exactly where on the earth's surface something is located. or indicate on what side of the street the house is located.

Writing Prompt 2 – Difficulty Level 5.5

A necessary item of instruction is missing from this paragraph. Rewrite the paragraph to include the information.

To drive a car, place yourself comfortably behind the driver's wheel. Adjust the rear view and side view mirrors. As you begin, watch the pressure on the gas pedal. Drive cautiously and look in both directions as you move out into traffic.

Scoring Criteria: Student should indicate how to start the car. Also the student may want to include information about using the break.

Objective 72 **In a given piece of writing, student can correct non-sequential organization of material.**

Writing Prompt 1 – Difficulty Level 6.0

Read the following paragraph and decide whether all the sentences are in an order that makes sense. Rewrite the paragraph, putting the sentences in a logical sequence.

Mary Ann is always late to school. There are many reasons for Mary's lateness. She has to do many things before she leaves her house. There's drying her hair, getting dressed, taking a shower, washing her hair, making her bed, preparing breakfast, collecting her English book, finding her shoes under the bed, and locating last night's homework. Her alarm clock doesn't always ring. Her hat and coat are usually not in the closet. All in all, it's hard to get out of the house!

Scoring Criteria Student has rearranged the sentences in the following order:

Mary Ann is always late to school. There are many reasons for Mary's lateness. Her alarm clock doesn't always ring. She has to do many things before she leaves her house. There's taking a shower, washing her hair, drying her hair, getting dressed, making her bed, preparing breakfast, collecting her English book, finding her shoes under the bed, and locating last night's homework. Her hat and coat are usually not in the closet. All in all, it's hard to get out of the house!

Objective 73 **In a given piece of writing, student can correct grammatical errors in pronoun-antecedent reference.**

Writing Prompt 1 — Difficulty Level 6.0

In the following sentences, pronoun reference is unclear. This means that you can't always tell which noun the pronoun is pointing to. Rewrite the sentences, using nouns and pronouns, so that the pronoun reference is clear.

Patrick and Russ were playing with his toys. He had a train, a ball, a truck and some blocks. It could go very fast, but it wasn't as pretty a color as it was.

Scoring Criteria: Student has corrected grammatical errors in pronoun-antecedent reference in the following sentences:

Patrick and Russ were playing with Russ's toys. Russ had a train, a ball, a truck and some blocks. The train could go very fast, but it wasn't as pretty a color as the truck was.

(The above is one example of several possible correct responses. If the student has selected another approach that does not change but clarifies the meaning, accept it.)

Objective 74 **In a given piece of writing, student can correct punctuation errors in the use of the semicolon.**

Writing Prompt 1 – Difficulty Level 6.0

Correct errors in the use of the semicolon in the sentences below by rewriting the sentences that contain errors.

Carol is short, Mary is shorter. Susan said that; neither is as short as Linda.

Scoring Criteria Student has corrected punctuation errors in the use of the semicolon.

Carol is short; Mary is shorter. Susan said that neither is as short as Linda.

Writing Prompt 2 – Difficulty Level 6.5

Correct errors in the use of the semicolon in the sentences below by rewriting the sentences that contain errors.

We don't go to the show every Saturday, sometimes we go ice skating. You can tell where we're going when you see that we're carrying; skates, mittens and feet warmers?

Scoring Criteria: Student has corrected punctuation errors in the use of the semicolon.

We don't go to the show every Saturday; sometimes we go ice skating. You can tell where we're going when you see that we're carrying skates, mittens, and feet warmers?

Objective 75: **In a given piece of writing, student can correct punctuation errors in the use of the colon.**

Writing Prompt 1 – Difficulty Level 6.0

Correct errors in the use of the colon in the sentences below by rewriting the sentences that contain errors:

Carol went to the store and bought the following items, bread: milk, apples, and oranges. She brought the food home: and then got ready for a picnic.

Scoring Criteria: Student has corrected punctuation errors in the use of the colon.

Carol went to the store and bought the following items: bread, milk, apples, and oranges. She brought the food home, and then got ready for a picnic.

Writing Prompt 2 – Difficulty Level 7.5

Correct errors in the use of the colon by rewriting the following correctly:

Dear Sir,

Enclosed are the following items, chalk: crayons: and scissors. They were sent to us by mistake. Please replace these items with; erasers, tablets and rulers.

Sincerely,

Jim Smith

Scoring Criteria: Student has corrected punctuation errors in the use of the colon.

Dear Sir:

Enclosed are the following items: chalk, crayons, and scissors. They were sent to us by mistake. Please replace these items with erasers, tablets, and rulers.

Sincerely,

Jim Smith

Objective 76: **In a given piece of writing, student can correct grammatical errors in use of subjective and objective cases in relative pronouns.**

Writing Prompt 1 — Difficulty Level 7.5

In the following sentences, correct any errors in the use of the relative pronouns "who" and "whom."

The new boy, who you met yesterday, is invited to my party. I wanted to include everyone in our class, but I know several people whom can't come. Who would you suggest I ask in their place?

Scoring Criteria: Student has corrected the relative pronoun errors as follows:

The new boy, whom you met yesterday, is invited to my party. I wanted to include everyone in our class, but I know several people who can't come. Whom would you suggest I ask in their place?

Writing Prompt 2 — Difficulty Level 6.0

In the following sentences, correct any errors in the use of the relative pronouns "who" and "whom."

Jill doesn't know whom called last night. Whomever it was only let the phone ring 4 times. I know it wasn't I who called.

Scoring Criteria: Student has corrected the relative pronoun errors as follows:

Jill doesn't know who called last night. Whoever it was only let the phone ring 4 times. I know it wasn't I who called.

Objective 77: **In a given piece of writing, student can correct capitalization errors.**

Writing Prompt 1 — Difficulty Level 6.5

In the following sentences, there are some errors in the use of capital letters. Rewrite the sentences and correct the errors.

My dog, major, is an english springer spaniel and a terrific hunting dog. Last saturday joey and i took major to newberry park. We spent the afternoon eating hershey bars while major chased ducks and pigeons.

Scoring Criteria: Student has capitalized the following words from the paragraph: Major, English, Saturday, Joey, I, Major, Newberry Park, Hershey, Major.

Objective 78: **In a given piece of writing, student can correct grammatical errors in use of subjective and objective cases in personal pronouns.**

Writing Prompt 1 – Difficulty Level 6.5

Correct the use of pronouns in the following sentences:

Me, Janie, and Tom went to the park last Saturday to play ball. Tom threw the ball that sent we both flying to catch it. Jane caught it and sent it over to I. Then I threw a long, hard one and thought that neither him or her would get it, but Tom did.

Scoring Criteria: Student has corrected the pronoun errors in the following sentences:

Janie, Tom and I (repositioning pronoun optional) went to the park last Saturday to play ball. Tom threw the ball that sent us both flying to catch it. Jane caught it and sent it over to me. Then I threw a long, hard one and thought that neither he nor she would get it, but Tom did.

Writing Prompt 2 – Difficulty Level 7.5

Correct the use of pronouns in the following sentences:

Between you and I, I would really like to go to a baseball game this summer. Maybe my dad would take you and I some weekend. I'll ask my mom and he if them could make plans to do that soon.

Scoring Criteria: Student has corrected the pronoun errors in the following sentences:

Between you and me, I would really like to go to a baseball game this summer. Maybe my dad would take you and me some weekend. I'll ask my mom and him if they could make plans to do that soon.

Objective 79: **In a given piece of writing, student can correct grammatical errors in misplaced modifiers.**

Writing Prompt 1 – Difficulty Level 7.0

The meanings of the following sentences are unclear because certain groups of words are in the wrong place. Correct them by rewriting the sentences:

1. Harriet read a book about horses on the sofa in the living room.
2. I could see the billygoat on the hill with my glasses on.
3. I had trouble deciding which instrument I wanted to learn to play at first.

Scoring Criteria: Student has corrected errors by repositioning modifiers:

1. On the sofa in the living room, Harriet read a book about horses.
2. With my glasses on, I could see the billygoat on the hill.
3. At first, I had trouble deciding which instrument I wanted to learn.

Objective 80: **In a given piece of writing, student can correct omissions od necessary information.**

Writing Prompt 1 – Difficulty Level 7.0

Some necessary information has been omitted from this paragraph. Rewrite the paragraph to include th information.

To get to my house from school, you must walk left on Hawthorne Street for three blocks and then turn right. Walk one block till you come to our street. My house is the third from the corner.

Scoring Criteria: Student should state the name of his/her street and house number or indicate on what side of the street the house is located.

Objective 81: **In a given piece of writing, student can correct errors in the punctuation of dialogue.**

Writing Prompt 1 — Difficulty Level 7.0

The following sentences have errors in the punctuation of dialogue. Rewrite the sentences to correct the punctuation errors.

"Come on over to the park with us, Mary Jim called out. We're going to play some basketball before suppertime." I can't she answered. My mother needs something from the store right away. I hope your team wins."

Scoring Criteria: Student has corrected errors in the punctuation of dialogue.

"Come on over to the park with us, Mary!" Jim called out. "We're going to play some basketball before suppertime."

"I can't," she answered. "My mother needs something from the store right away. I hope your team wins."

Writing Prompt 2 — Difficulty Level 7.0

The following sentences have errors in the punctuation of dialogue. Rewrite the sentences to correct the punctuation errors.

"Hello Mrs. Allen John said. Is Phil at home"? He's home but he can't come to the phone right now, John. "Can I have him call you in about an hour? Yes, thank you, that would be fine."

Scoring Criteria: Student has corrected errors in the punctuation of dialogue.

"Hello, Mrs. Allen," John said. "Is Phil at home?"

"He's home but he can't come to the phone right now, John. Can I have him call you in about an hour?"

"Yes, thank you, that would be fine."

Objective 82: **In a given piece of writing, student can correct punctuation errors in the use of the comma.**

Writing Prompt 1 — Difficulty Level 7.0

Rewrite the sentences below so that commas are used correctly.

Mom and Dad took my two sisters and me to Brookfield Zoo for the day. Lisa Karen and I wanted to see the lions tigers leopards and panthers first. Then we headed for the scariest place the reptile house to see the lizards snakes and crocodiles. When we got tired from all the walking we stopped at a refreshment stand and had hotdogs potato chips cokes and ice cream. It was a terrific way to spend a Saturday!

Scoring Criteria: Student has corrected the punctuation errors in the use of the comma. (Optional commas are enclosed in parentheses.)

Mom and Dad took my two sisters and me to Brookfield Zoo for the day. Lisa, Karen(,) and I wanted to see the lions, tigers, leopards(,) and panthers first. Then we headed for the scariest place, the reptile house, to see the lizards, snakes(,) and crocodiles. When we got tired from all the walking, we stopped at a refreshment stand and had hotdogs, potato chips, cokes(,) and ice cream. It was a terrific way to spend a Saturday!

Writing Prompt 2 — Difficulty Level 8.0

Rewrite the sentences below so that commas are used correctly.

The summer of my eighth birthday, I went to visit my relatives, in Galveston Texas. I stayed with my grandmother Aunt Mary Uncle John and my three, cousins Tina Tom and Tony. Tina Tom Tony and I went swimming in the Gulf of Mexico. We also visited Six Flags which is a very large and famous amusement park. It was a very exciting summer vacation and I will never forget all the fun I had with my cousins.

Scoring Criteria: Student has corrected the punctuation errors in the use of the comma. (Optional commas are enclosed in parentheses.)

The summer of my eighth birthday, I went to visit my relatives in Galveston, Texas. I stayed with my grandmother, Aunt Mary, Uncle John(,) and my three cousins, Tina, Tom(,) and Tony. Tina, Tom, Tony(,) and I went swimming in the Gulf of Mexico. We also visited Six Flags, which is a very large and famous amusement park. It was a very exciting summer vacation, and I will never forget all the fun I had with my cousins.